

## **ACADEMIC SENATE EXECUTIVE COMMITTEE Extra**

### Agenda

Tuesday, April 26, 2022

10:00 a.m. – 11:25 a.m.

BPA Conference Room or Videoconference

1. CALL TO ORDER
  
2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK  
Faculty Awards 2022-2023  
GWAR
  
3. APPROVAL OF AGENDA (Time Certain 10:05)
  
4. APPROVAL OF MINUTES  
April 5, 2022 Minutes  
April 19, 2022 Minutes
  
5. CONTINUED ITEMS
  - a. AS Log (handout)
    - i. AAC (J. Tarjan)
    - ii. AS&SS (E. Correa)
    - iii. FAC (M. Rees)
    - iv. BPC (C. Lam)
  - b. Provost Update (V. Harper)
    - i. Summer Compensation – General Faculty and Department Chairs
  - c. Searches (V. Harper)
    - i. AVP GRaSP
    - ii. AVP IRPA
    - iii. Dean BPA
    - iv. Dean Antelope Valley
    - v. Dean Library
    - vi. Associate Dean Undergraduate and Graduate Studies
  - d. Financial and strategic planning transparency and faculty participation
  - e. AB 928

f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan

6. NEW DISCUSSION ITEMS (Time Certain 10:45)

- a. Academic Operations Change
- b. Testing Center Committee
- c. Accessible Technology Initiative Instructional Materials Task Force
- d. Potential Modifications to Administrator Search & Screening Procedures
- e. Associate Dean for EEGO (handout)
- f. Valley Strong Fellowship Call
- g. General Faculty Meeting, Spring Follow-up
  - i. RTP rebuttal letter acknowledgement include interpretation of the substance of the letter
  - ii. Modalities moving forward after pandemic – AAC and AS&SS
  - iii. Faculty Rights and disciplinary action (handout)
  - iv. URC workload as campus grows
- h. AP Assessment Quality Feedback (handout)
- i. Elections and Appointments – M. Danforth
  - i. Faculty Fourth attempt to fill position turns to EC appointment – Handbook Change
    - 1. GECCo positions unfilled?
  - ii. Evaluation of Academic Administrators – Handbook 311.1 (handout)
  - iii. School Elections Committee – Handbook Change 202.7 - Workload
  - iv. Order of Business – Bylaws change (Section III. A.)
  - v. Standing Committee Bylaws change – (Section IV)
    - 1. Chair Election Statement of Interest (J. Tarjan’s suggestion)
    - 2. Two-years on Senate requirement
    - 3. Structure of BPC
    - 4. Strike “at least” (J. Tarjan’s suggestion)
  - vi. Committee proliferation
- j. Dean Professional Development
  - i. Responsiveness
  - ii. Understanding/following the Handbook
  - iii. Understanding/following the CBA
  - iv. Supporting (not undercutting) chairs
- k. Summer Session GE courses (handout)

- l. Exam Modality for Flex Classes
- m. RTP – 3-year Lecturers, PTR Committee
- n. Cultural Taxation Award Criteria and Review Committee Structure
- o. Policies: Reimbursement Rate, and Professional Development Funding (handout)
- p. Reconsider Time Blocks - BPC
- q. Investment Divestiture - BPC
- r. Strategic Plan Group data gathering instrument(s) - BPC
- s. Academic Freedom revisited – FAC
- t. Distinguished Professor Award – (handout) FAC
- u. Faculty Poll regarding online instruction (Hold pending further information)
- v. Alma Mater (Hold pending further investigation)
- w. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING April 28, 2022 (Time Certain 11:00 a.m.)**

Approval of Minutes

Announcements

- President’s Report – L. Zelezny (Time Certain 10:10-10:15)
- Faculty Awards – D. Dodd (Time Certain 10:15)
- Elections and Appointments – M. Danforth
  - Article 20.37 Awards

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

New Business

RES 212231 Name Change for the B.S. In Engineering Sciences Degree

RES 212232 GECCo Structure, Course Approvals, and Reporting

RES 212233 New Undergraduate Academic Integrity Policy

Old Business

RES 212226 General Studies Review Committee Implementation

RES 212227 Levels in the Performance Review Process

RES 212228 Re-Entry Students Policy

RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS)

RES 212230 University Program Review Committee Changes  
Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT (Time Certain 11:25 am)

DRAFT

## ACADEMIC SENATE EXECUTIVE COMMITTEE

Minutes

Tuesday, April 5, 2022

10:00 a.m. – 11:25 a.m.

Video Conference

**Members:** A. Hegde (Chair), M. Danforth (Vice-Chair), J. Millar, M. Martinez, E. Correa, C. Lam, M. Rees, J. Tarjan, V. Harper

**Visitors:** D. Boschini, C. Catota

**Absent:** E. Correa (excused)

### 1. CALL TO ORDER

A. Hegde called the meeting to order.

### 2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

- Some EC members met with Trustee Fong yesterday. (A. Hegde) The message to take back to the Trustees was the need to change the hiring practice and salaries of university presidents and the Chancellor. Things that were important were pushed aside due to implementing the Ethnic Studies requirement, AB 928, and the issue with the former Chancellor. (M. Martinez) The inadequacies of staff salaries discussed. If the institutional wants to attract and retain qualified people, they need offer higher salaries. The communication from the CO regarding the GVAR exam was discussed. Faculty need to be more involved in setting these policies. The CO seem to be working against the interest of the students. (J. Tarjan) Why are we getting policies, and what do they mean? Trustee Fong explained some things without being defensive. (M. Rees) She was surprised and pleased to hear that the Provost is on our EC. (A. Hegde)
- Last Senate Meeting to Introduce Resolutions - April 28, 2022
- Academic Senate Office Analyst - B. Bywaters is retiring July 1. (A. Hegde)
- Faculty Cluster Hire Framework – D. Boschini and C. Catota - The guests were looking for feedback from the EC. There has been strong buy-in from Administration, affinity groups on campus, and individual faculty leaders. There are: (5) five faculty expansion lines dedicated to departments who could specifically pursue hiring faculty members with a

strong commitment to social justice, research and other scholarly activities and a strong background in diversity, equity and inclusion (DEI) to reflect the student body on campus and to advance social justice. (D. Boschini) Retention mechanisms have been added, through a number of benefits, including being automatically enrolled in the Faculty Leadership Academy, equity-minded mentoring etc. (C. Catota) (See handout in today's agenda.) Discussion ensued. Our junior diversity reflection course is taken by more students than any other. We can call them social justice and equity, but it sounds like the Framework being presented deals only with racial justice. We cover nine dimensions of diversity in our junior reflection course. Q: Are we to focus our course more narrowly such that the course would be just on racial justice? (J. Tarjan) A: When a department applies for the Cluster Hire, it is not for an individual course. It's for the department to seek one of the tenure-track (TT) lines. The departments are encouraged to think disciplinary areas, rather than specific courses. (V. Harper) Q: Does the focus have to be racial justice, or can social justice be more broadly defined as justice for people with disabilities, economic issues and other areas of diversity, etc.? The Management and Marketing department is looking for someone to take charge of this area. Our accreditation standards really require that nearly every textbook used in business courses has sections on diversity. Does the new hire have to be someone who is focused on racial justice, or can it be someone who has a broad perspective on justice and organizations and society? (J. Tarjan) The conversation needs to happen in the schools. The example that Interim Dean J. Stark used was that a Human Resources (HR) course could teach that. BPA could apply for a Cluster Hire and teach in the subject. In terms of scholarly background of the individual, they would have a background and bring courses and scholarship related to social justice, which encompasses more than specific ethnicities to help advance that for social justice and/or minoritized communities. (V. Harper) An example of the type of research CSUB is looking for is found at <https://academic-personnel.calpoly.edu/clusterhire> (D. Boschini) Q: Is the \$1000 for additional support on top of whatever the School Dean commits to the new hire? The amount is a good gesture, however it's a

small enticement to a new hire. Q: When it comes to the commitment of departments to review and revise its Retention Tenure and Promotion (RTP) guidelines and engage in anti-racist/antibias professional development and training, what is leadership looking for? (C. Lam) A: The RTP guidelines starts with the faculty, goes to the Dean, and then is sent to the Provost for approval. It's a shared governance process. It's very individual to the department whether to participate in the cluster hire and how they can integrate these principles into the RTP process. The goal is to make long lasting change, in terms of the curriculum on campus and the composition and pathways of the future of faculty. Those departments will decide how to alter their RTP guidelines for social justice. If the commitment is there, it won't impinge on the final decision of the whether a department gets the line. (V. Harper) Anyone who isn't able bodied is part of a minoritized community. Example: housing insecurities, financial injustice, etc. Suggestion: Change the language to reflect the broader areas brought to the discussion. (J. Millar) Comments: 1) Some departments have changed their criteria to be more to be more encompassing of different life circumstances and have gotten push-back from their teams on not having a quota for publication, for example. The Deans need to be brought up to speed on what a more social justice minded RTP criteria might look like, in terms of being responsive to different workload demands affecting RTP. Some faculty may focus on service, because they spend more time advising students and mentoring more students. Some might focus more on teaching and doing that culturally responsive pedagogy. If the deans are not made aware what this looks like, there will be a break-down in the RTP revision process if it needs to get the dean's approval. 2) People need to understand that having a socially and culturally responsive curriculum is broad. For example, M. Danforth's Teacher Ed/Computer Science course for K-9 teachers. The concept of computer-science-for-all is new to them. They think that computer programming is only for the sighted. One of our best programmers is blind. Another has cystic fibrosis. They use assistive technology. We can include DEI in computer science. The departments need to think more broadly how to incorporate diversity into the

curriculum because traditional mindsets might override a more modern mindset of what accessibly means. It will be a learning opportunity across the whole campus, particularly for departments that are not involved in this sort of activity to begin with. The listening sessions need to include a bit of educational focus for all the constituents. (M. Danforth) Q: Does the word, "minoritized" mean that a community could be made into a minority? (M. Rees) In the academic department of higher education, the discussions have been moving around, focusing on the term "minoritized". As a Latina, she is made to be a minority instead of actually being a minority. It's the process of becoming a minority in a majority white United States. (C. Catota) It's not a common term and it's not understood. The recommendation is to do a definition and consider that it may not be a useful term. (M. Rees) Definition of minoritized: A social group devalued in society and given less access to resources. The shift from minority, which doesn't have a vector, is different. Minoritized is where the power structure of society is actively making one "this"; they are defining therefore "this" doesn't have access to "that". It puts the actor, the position of power, to determine who one is. That's the problem. (V. Harper) It's a concept that needs to be made more clear. (M. Rees) It's an education for all of us. (A. Hegde) An analogy might be the use of the term "slave" or "enslaved". Slave says that's identity, and enslaved is the circumstance in which one finds themselves without choosing. In terms of department structure, the Management and Marketing department has a student/faculty ratio 50% higher than the rest of BPA. Even though diversity is a major part of the department's curriculum, there isn't anyone with a graduate degree with of any kind of training in those areas. If it's a TT line, the department has standards that are mandated on it. The idea is to expand the number of outlets for publication. We go with the list of business publications. We could encourage someone to topically look at pedagogical research that supports justice in the classroom and their educational outcomes. The hope is that it is not framed in a way that schools with accreditation can't get their people tenured. J. Tarjan emphasized that the department has a lot of majors who could benefit with training in these areas. He hopes to

apply for a position to hire someone in that area. Q: How do we change the tenure status? According to accreditation, we're at the minimum of scholarship. The standard is that there has to be some inclusion. There's a limited number of publications that count for this. (J. Tarjan) A: Every department and school have their unique situation. Discuss it. It doesn't say replace current criteria; it's in addition to them. We have to make an effort to have those conversations. (A. Hegde) The Deans Council will ultimately allocate the lines to this effort. D. Boschini & C. Catota are working on an application form for the departments to complete. The details are still being worked on. (V. Harper) Suggestion: Keep timeline in mind. When a department is interviewing a candidate, the RTP criteria is shared. If a department needs to make changes to the RTP criteria, they'll need to do it before that individual comes on board. (A. Hegde) Q: Is there an accrediting body that would not support Justice, Equity, Diversity and Inclusion (JEDI) principles? (J. Millar) Regional accreditation doesn't delve into RTP guidelines. Disciplinary accreditation can have some restriction in terms of publications and types of publications, etc. It's going to be an effort when RTP guidelines are addressed in any department. We're looking for significant, permanent change, not just hiring. (V. Harper) Within our Bylaws, for accreditation purposes, if a publication is not in the list we use, faculty can make a claim to the Dean and the department chair can authorized it. (A. Hegde) Regarding changing RTP criteria, using nursing as an example, there could be a statement about culturally responsive instruction to be relatable to the community one serves. In terms of service, the department will hold discussions regarding closing the equity gap. It could be part of the department's change. It could be analyzing data to develop awareness to principles at the start of peoples' careers. They could choose to participate when they've already started their careers. (D. Boschini) When there is a change in RTP criteria, it will create more conversations in existing faculty. They may choose to engage more in DEI scholarship or teaching of service. (A. Hegde)

### 3. APPROVAL OF AGENDA

M. Rees moved to approve the agenda. J. Tarjan seconded. Approved.

4. APPROVAL OF MINUTES

The March 15, 2022 Minutes were tabled until next meeting.

5. CONTINUED ITEMS

a. AS Log

i. AAC (J. Tarjan)

Referral #7 GECCo Reporting Structure – A resolution is ready to go.

Referral # 43 Course Prefixes – a draft resolution is being finalized.

ii. AS&SS (E. Correa) (absent)

iii. FAC (M. Rees)

Referral #12 Criteria and Nomination Process for Faculty Awards - No matter what we do, someone is upset and it's politicized instead of celebratory.

RES 212219 implementation – The call for the formation of Task Force forthcoming. The campus will continue with Box in Fall while the software options are evaluated. The campus will pilot the selected program for a year and have training. (A. Hegde) Recommendation to Task Force: Have an alternate mechanism for granting and withdrawing permission to access Box. (J. Tarjan) Craft a memo of the issues and sent it to the Provost for his office to handle. It's a good idea to have someone in the School as a co-owner of Box. (A. Hegde)

iv. BPC (C. Lam)

Referral #38 Saturday Commencement – BPC's memo to EC in the agenda packet. Item complete.

Referral #20 UPRC Changes – The recommendations were taken to the UPRC Task Force. A resolution is ready unless AAC has input.

Other items: BPC will be making their recommendations on budget: deferred maintenance, and salary inversion.

b. Provost Update (V. Harper)

i. Cluster Hire – D. Boschini and C. Catota to attend DCLC.

ii. Tenure density – More lines outside of cluster hires are expected.

iii. Academic Affairs Conduct: The President is supportive of the proposal. The details to follow. First stop is CFA. Highlights are 1) Add case management system to Academic Affairs and Counseling. It adds a lot

more capacity to Faculty Affairs. 2) Hiring a person to support D. Boschini to get more information on a particular incident. 3) There are other ways to deal with instances of conduct. The Ombudsperson position will get increased compensation/release time. 3) Title change. D. Boschini will become the AVP Faculty Affairs and Deputy Title IX Officer. (V. Harper) The call for Ombudsperson is pending the modification from the Provost. (M. Danforth) The ASCSU is working on a resolution to advocate for Ombudsperson on every campus. It likely will produce some guidance. (M. Martinez)

- iv. Summer Compensation – General Faculty and Department Chairs (deferred)
  - c. Searches (V. Harper)
    - i. AVP GRaSP
    - ii. AVP IRPA – expect an announcement in days.
    - iii. Dean BPA – outstanding candidates
    - iv. Dean Antelope Valley – completed by end of semester
    - v. Dean Library
    - vi. Associate Dean Undergraduate and Graduate Studies (no update)
  - d. Financial and strategic planning transparency and faculty participation (deferred)
  - e. AB 928 (deferred)
  - f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan
6. NEW DISCUSSION ITEMS (Time Certain 10:45)
- a. Graduation Writing Assessment Requirement (GWAR) Policy Revision – It is counterproductive to drop the GWAR exam while still capping majors at 120 units. The CSUB GWAR committee is committed to have GWAR as a check of students writing ability before graduation. They generated a list of approaches they can extend toward these new rules, to be researched in depth during 2022-23. K. Flachmann to share the list of options upon request. This may be the start of conversations at the CO to get rid of GWAR. (A. Hegde) With engineering and accounting and several other majors across the system, we can't show any longer that transfer students can graduate with 60 units. Where there are ADTs in other disciplines, we may have to declare them non similar. Because of this, we may have to withdraw some of the transfer agreements. It seems very inappropriate.

- They did not talk with people involved with transfer. (J. Tarjan) We are subject to transfer agreements by law. (M. Danforth)
- b. Article 20.37 Applicant List – A California Faculty Association (CFA) representative asked the Senate Chair for the list of applicants to see if faculty of color have applied. The EC agreed that it's not appropriate to share the list of applicants. Further, it's not required.
  - c. Academic Integrity Policy – The Academic Integrity Working Group has put together a policy. See the handout in agenda, *Academic Integrity Policy*. It was referred to AAC and AS&SS to consider whether there needs to be any changes to the proposed policy. Academic integrity was the top issue for action, per General Faculty surveys. AS&SS set up a Testing Center Task Force. AS&SS members and ASI were aware of the Task Force, but some administrators were not aware that they were on the Task Force. It hasn't met. Nothing has been completed since the Task Force has not met. The Senate won't have much to present on that in the Fall. (A. Hegde)
  - d. Accessible Technology Initiative Instructional Materials Task Force (deferred)
  - e. Potential Modifications to Administrator Search & Screening Procedures (deferred)
  - f. General Faculty Meeting, Spring (deferred)
    - i. RTP rebuttal letter acknowledgement include interpretation of the substance of the letter
    - ii. Modalities moving forward after pandemic – AAC and AS&SS
    - iii. Faculty Rights and disciplinary action
    - iv. URC workload as campus grows
  - g. AP Assessment Quality Feedback (deferred)
  - h. Elections and Appointments – M. Danforth (deferred)
    - i. Faculty Fourth attempt to fill position turns to EC appointment – Handbook Change
    - ii. Evaluation of Academic Administrators – Handbook 311.1
    - iii. School Elections Committee – Handbook Change 202.7 - Workload
    - iv. Order of Business – Bylaws change (Section III. A.)
    - v. Standing Committee Bylaws change – (Section IV)

1. Chair Election Statement of Interest (J. Tarjan's suggestion)
  2. Two-years on Senate requirement
  3. Structure of BPC
  4. Strike "at least" (J. Tarjan's suggestion)
- vi. Committee proliferation
  - i. Dean Professional Development (deferred)
    - i. Responsiveness
    - ii. Understanding/following the Handbook
    - iii. Understanding/following the CBA
    - iv. Supporting (not undercutting) chairs
  - j. Summer Session GE courses (deferred)
  - k. Exam Modality for Flex Classes (deferred)
  - l. RTP – 3-year Lecturers, PTR Committee (deferred)
  - m. Policies: Reimbursement Rate, and Professional Development Funding (deferred)
  - n. Reconsider Time Blocks (deferred)
  - o. Investment Divestiture (deferred)
  - p. Strategic Plan Group data gathering instrument(s) (deferred)
  - q. Academic Freedom revisited – FAC (deferred)
  - r. Distinguished Professor Award – (handout) FAC
  - s. Faculty Poll regarding online instruction (Hold pending further information)
  - t. Alma Mater (Hold pending further investigation)
  - u. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING April 7, 2021**

Approval of Minutes

Announcements

- President's Report – L. Zelezny (Time Certain 10:10-10:15)
- Elections and Appointments – M. Danforth

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

### New Business

RES 212226 General Studies Review Committee Implementation

RES 212227 Levels in the Performance Review Process

RES 212228 Re-Entry Students Policy

RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS)

### Old Business

RES 212221 Academic Calendar – Fall Recess Schedule

RES 212223 Approval of BA in History with a Concentration in Social Science Teaching

RES 212224 Completeness of Periodic Performance Review Files

Open Forum (Time Certain 11:15)

## 8. COMMENTS FROM THE FLOOR

Search and Access Academic Policy – It was very difficult to find policy on Dropping a Course. There is no way to search through the Catalog. Dropping a Course policy is listed under the Registrar. The students must be struggling to find information, too. Is there some way we can index for commonly used sections, like course grading, adds, drops, withdrawals, etc.? (J. Tarjan) At some point we could have a conversation with IT. (A. Hegde) Name tags could be added to each header. At the top, have a table of contents that links down to each of the name tags. It's ADA compliant. (M. Danforth)

Exceptional Service Criteria for Early Award of Tenure - Based on RES 212202, would faculty who are currently in the process of early tenure be allowed to go under the criteria of only exceptional scholarship and teaching or would they all be considered under the exceptional service criteria, regardless of when they came in? EC's feedback to go to AVP FA. (A. Hegde) It needs to be uniform all schools. (M. Danforth) FAC can have a discussion too. (A. Hegde) ASCSU recognizes it that it's a systemwide issue. Look at whether the department has criteria. If the department's criteria hurt faculty when they apply for tenure, then it's on the department to fix it. When we look at early tenure, candidates should excel in all three areas. The system is likely to

advocate for departments to establish their own criteria. If service is not in the department criteria, faculty can still do it. The Provost and President will have their own criteria. (M. Martinez) It used to be just two areas had to be exceptional. Those departments that didn't address that, faculty who would go up for early tenure where there were no criteria, they couldn't get it. If they wanted to go up for early tenure, they'd have to adopt the new criteria that had it. Now, early criterion is defined in two areas, because that's what the Handbook said when they arrived. If someone is in their fourth year and they want to go up in their fifth year, and then new criteria for early tenure adopted, they have no time to make any adjustments. New faculty who come when the Handbook says "three areas", should be held to that. If a department hasn't revised their criteria, the faculty is to be held to the existing criteria. (M. Rees) It's hard to establish exceptional service as a criterion when regular service isn't generally valued. If we change it, it applies to all faculty the next go around. (J. Millar) Early tenure is not guaranteed. We're clearly saying it should be rare. If a department didn't have criteria for early tenure, they couldn't go up for early tenure. Similarly, if a department didn't have criteria for exceptional service, they wouldn't be eligible. The request is for FAC to discuss it, and then draft a memo to AVP FA. (A. Hegde)

Meet in person after Spring break – The majority of the EC in favor of meeting in person with the option of Zoom.

## 9. ADJOURNMENT

A. Hegde adjourned the meeting at 11:25.

## ACADEMIC SENATE EXECUTIVE COMMITTEE Extra

Minutes

Tuesday, April 19, 2022

10:00 a.m. – 11:45 a.m.

BPA Conference Room or Videoconference

**Members:** A. Hegde (Chair), M. Danforth (Vice-Chair), J. Millar, M. Martinez, E. Correa, C. Lam, M. Rees, J. Tarjan, V. Harper

**Absent:** J. Millar

1. CALL TO ORDER

A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK

- Last Senate Meeting to Introduce Resolutions - April 28, 2022
- Academic Integrity Policy Referral #44 - The charge is to accept or reject the policy. AS&SS and AAC will be meeting to craft a resolution for next week's Senate meeting. The policy focuses on student violations. (A. Hegde)
- Summer Senate Retreat – The local venue and time to be determined.

3. APPROVAL OF AGENDA (Time Certain 10:05)

M. Danforth requested that Assigned Time 20.37 recommendations be added to New Discussion. E. Correa moved to approve the agenda as amended. C. Lam seconded. Approved

4. APPROVAL OF MINUTES

E. Correa approved the March 15, 2022 Minutes. C. Lam seconded.

Approved.

April 5, 2022 Minutes tabled

5. CONTINUED ITEMS

a. AS Log (handout)

i. AAC (J. Tarjan)

Referral # 43 Course Prefixes – in progress

Referral # 07 GECCo Reporting Structure – in progress

Referral # 02 Department Formation Criteria Revision - The EC agreed that the EC would draft a resolution after FAC has one more discussion. (A. Hegde)

ii. AS&SS (E. Correa)

Referral #44 Academic Integrity Policy – joint meeting with AAC on April 21, 2022

Referral # 36 Appendix K IMAP – Handbook Change – draft resolution in progress

Referral #28 Academic Testing Center Exploratory Sub-Committee – Inquiries have been made to/from members and no leader has been identified. A. Hegde will reach out to D. Cantrell, AVP Enrollment Management, to call at least one meeting before the end of the semester. Perhaps they can meet this summer, with compensation from the Provost. It was one of the most important items communicated by the General Faculty surveys. (A. Hegde)

iii. FAC (M. Rees)

Referral # 12 Criteria and Nomination Process for Faculty Awards – in discussion

Referral # 13 Notification to Chairs of Assigned Time – Not much traction. (M. Rees) It would be helpful if the Provost could get notifications about appointments out earlier to chairs. It's getting more complex for chairs, with more faculty teaching in different types of areas. If we want to be student-centered, we need we need to know reassigned time for sabbaticals, accreditation status, etc. in March before the schedule is due. (J. Tarjan) Since the Provost's Office is the repository of assigned time, get a list of all assigned time and then offer a recommended calendar. A. Hegde will mention it at the Provost Council since they all approved the concept of a year in advance scheduling. Those reassigned time assignments that can be done earlier, should be done early. FAC will get an updated list from D. Boschini, identify the individuals (program directors, assessment coordinators, etc.) to push for March 1 deadline. FAC will draft a resolution. If deans are giving assigned time, do it by March 1st. Inform the chair(s). (A. Hegde)

Referral # 20 Accessibility of Instructional Materials – Yet to be discussed.

Referral #23 Faculty Hall of Fame Selection Process Change - Yet to be discussed. There are many questions relative to Emeritus.

Referral # 27 Composition of Search and Screening Committees – Handbook Change – Yet to be discussed.

Referral # 39 Personnel Action File (PAF) and the Working Personnel Action File (WPAF) – Handbook Change – Yet to be discussed.

Referral # 08 Honorary Doctorate (from 2019-2020) Discussed briefly.

Referral # 04 Exceptional Service Article 20.37 Application and Screening Process – The CBA states that cultural taxation should be considered in Article 20.37 WTU Award. Separately, the Provost is setting aside money for a separate cash award for cultural taxation. D. Jackson has the criteria for the new cash award. Task the Article 20.37 committee with the charge, membership, and process of making those awards. Discussion ensued. It must have clear criteria. (M. Rees) The suggested structure is (1) member from the Article 20.37 review committee, (1) CFA member, (4) faculty, one from each school, (1) EC member, (1) At-Large which could include Library, Counselor, Athletics faculty. Any rank. (M. Danforth) The Article 20.37 Exceptional Service WTU Award requires evaluating whether or not the kinds of service the candidates are doing is exceptional or expected. Someone without that awareness would have a hard time making that differentiation. The Cultural Taxation Cash Award is a different set of criteria which any rank could address that. (M. Rees) FAC and BPC should discuss it, taking M. Danforth's suggestion. Focus on the referral, Exceptional Service Article 20.37 Application and Screening Process. Keep it separate from the Cultural Taxation Cash Award. Later, the EC could task that new Article 20.37 Exceptional Service review committee look at the Provost's Cash Award. If a resolution can't be presented at the April 28<sup>th</sup> meeting, the EC can decide on composition and send out a call. Anything that goes beyond the EC members is inclusionary. It's a work in progress. It would be desirable that the Cultural Taxation Cash Award be presented during University Day.

Referral #19 DEI Faculty Fellows Exploratory Group Report – see BPC.

iv. BPC (C. Lam)

Referral #19 DEI Faculty Fellows Exploratory Group Report - BPC is waiting for a new proposal. The program doesn't address the issues and how effective it will be for the campus: 1) There's no budget 2) There's no guarantee that the proposal will have a widespread effect. It may end up that certain faculty have been given resources to carry on a project. It's a temporary solution only. (C. Lam) The recommendations are, in order to get a fellowship provided a specific budget, and one would have to show how the work will impact beyond that faculty member. (M. Rees) BPC and FAC to send their feedback to A. Hegde for him to draft a memo. It will be sent to the Provost as EC's overall feedback. The Provost could run a pilot in the Fall. The EC can follow-up with the Provost in the Fall. Some of what the DEI Faculty Fellows Group expected can be done through the Cluster Hires. (A. Hegde)

b. Provost Update (V. Harper)

i. Posthumous degree – A student passed in December and is not registered for Spring. The question is if a posthumous degree can be awarded to the student. The issues are 1) there is no CSUB policy on this situation 2) past practice is not applicable since those instances involved students who were registered for their final term. Can a posthumous degree be awarded? (V. Harper) Is there a CSU policy to help guide us? (M. Danforth) D. Jackson is checking on CSU policy. (V. Harper)

ii. Summer Compensation – General Faculty and Department Chairs (deferred)

c. Searches (V. Harper) (deferred)

- i. AVP GRaSP
- ii. AVP IRPA
- iii. Dean BPA
- iv. Dean Antelope Valley
- v. Dean Library
- vi. Associate Dean Undergraduate and Graduate Studies

- d. Financial and strategic planning transparency and faculty participation (deferred)
- e. AB 928 (deferred)
- f. AAC Referrals: Copy Catalog and Special Concerns – J. Tarjan (deferred)

6. NEW DISCUSSION ITEMS

- a. Assigned Time 20.37 Exceptional Service – There were more applications than WTUs available to award. The review committee’s recommendation for 3 WTUs each are A. Rodriguez, A. Evans, J. Kraybill, J. Nmah, R. Dugan, S. Roberts, and Y. Bush-Ortiz. EC unanimously approved. There were four who applied that didn’t receive an award. The non-selection letter needs to include why they didn’t, per the latest CBA direction. The committee noticed that there was service that should have been part of a standard reassigned time, like a program director. Another was not receiving the expected amount of WTU release time for supervising graduate thesis students, which was only supposed to be temporarily suspended during the last budget downturn but apparently is still continuing. There are some other systemic issues that we’re noticing that was reflected in the relatively small pool of candidates. (M. Danforth) The call needs to be revised. (C. Lam) Give feedback to M. Danforth. She can draft a memo as such. It could be shared with all of the deans. There is a regular meeting between the CFA Board, AVP Faculty Affairs, and the Academic Senate Chair. The concern is who decides the Award for Exceptional Service. Discussion ensued. The suggestion was to form a new Assigned Time 20.37 Exceptional Service Award review committee. Make a call for broader representation. (A. Hegde) FAC has Referral # 04 Exceptional Service Article 20.37 Application and Screening Process. (See 5.a.iii.) We can show that thought has been given to a revision. Originally, the call was intended to be for an ad hoc committee, but it has become a permanent award. It would include an EC member and perhaps member(s) from FHAC. (A. Hegde) Send a copy to all the deans to share with their chairs. If there are parts of regular service to be shared, the deans could do it.

The committee agreed to extend the meeting extended by 10 minutes.

- b. Academic Operations Change – (deferred)

- c. Testing Center Committee – (see 5.a.ii.)
- d. Accessible Technology Initiative Instructional Materials Task Force (deferred)
- e. Potential Modifications to Administrator Search & Screening Procedures – This issue is when a search firm is involved. The use of outside search firms is not in the Handbook. (J. Tarjan) Any chair should be able to ask staff-support individuals or members of a search firm to take leave of the search committee. It's also acceptable to have these other people present if it's approved by the committee. (V. Harper)
- f. General Faculty Meeting, Spring Follow-up (deferred)
  - i. RTP rebuttal letter acknowledgement includes the interpretation of the substance of the letter
  - ii. Modalities moving forward after pandemic – AAC and AS&SS
  - iii. Faculty Rights and disciplinary action
  - iv. URC workload as campus grows
- g. AP Assessment Quality Feedback (deferred)
- h. Elections and Appointments – M. Danforth (deferred)
  - i. Call for Interest to the Faculty Performance Review Software Exploratory Committee – Memo approved. (A. Hegde)
  - ii. Faculty Fourth attempt to fill position turns to EC appointment – Handbook Change (deferred)
    - 1. GECCo positions unfilled?
  - iii. Evaluation of Academic Administrators – Handbook 311.1(deferred)
  - iv. School Elections Committee – Handbook Change 202.7 – Workload (deferred)
  - v. Order of Business – Bylaws change (Section III. A.) (deferred)
  - vi. Standing Committee Bylaws change – (Section IV) (deferred)
    - 1. Chair Election Statement of Interest (J. Tarjan's suggestion)
    - 2. Two-years on Senate requirement
    - 3. Structure of BPC
    - 4. Strike "at least" (J. Tarjan's suggestion)
  - vii. Committee proliferation (deferred)
- i. Dean Professional Development (deferred)
  - i. Responsiveness

- ii. Understanding/following the Handbook
- iii. Understanding/following the CBA
- iv. Supporting (not undercutting) chairs
- j. Summer Session GE courses (deferred)
- k. Exam Modality for Flex Classes (deferred)
- l. RTP – 3-year Lecturers, PTR Committee (deferred)
- m. Policies: Reimbursement Rate, and Professional Development Funding (handout) (deferred)
- n. Reconsider Time Blocks – BPC (deferred)
- o. Investment Divestiture – BPC (deferred)
- p. Strategic Plan Group data gathering instrument(s) – BPC (deferred)
- q. Academic Freedom revisited – FAC (deferred)
- r. Distinguished Professor Award – FAC (deferred)
- s. Faculty Poll regarding online instruction (Hold pending further information)
- t. Alma Mater (Hold pending further investigation)
- u. Assigned Time application revision and timing – (hold pending further information (FAC)

7. **AGENDA ITEMS FOR SENATE MEETING April 28, 2022**

Approval of Minutes

Announcements

- President's Report – L. Zelezny (Time Certain 10:10-10:15)
- Elections and Appointments – M. Danforth
  - Article 20.37 Awards

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda

New Business

Old Business

RES 212226 General Studies Review Committee Implementation

RES 212227 Levels in the Performance Review Process

RES 212228 Re-Entry Students Policy

RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS)

RES 212230 University Program Review Committee Changes

Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR

End of Academic Year Activity - There is light Senate activity at the start of the academic year and very heavy activity where we're pressed for time at the end. (M. Rees) Consider a flex schedule where we can meet as a committee or as Senate, depending on the business during the Spring semester. (A. Hegde)

9. ADJOURNMENT

A. Hegde adjourned the meeting at 11:45

ACADEMIC SENATE LOG – APRIL 26, 2022

**Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits	Complete	AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success. RES 212213 Unit Cap During Summer Term	2/17/22	2/25/22	2/28/22
	2020-2021 23 MA INST Moratorium	Complete	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting AAC presenting RES 212212 High Impact Practice Designation and Tracking	2/17/22	2/25/22	2/28/22
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics	Complete	AAC Review rationale and impact. RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics	2/17/22	2/25/22	2/28/22

ACADEMIC SENATE LOG – APRIL 26, 2022

**Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/16/21	2021-2022 25 General Studies (GST) Department Formation	Formation approved  Implementation Second Reading 4/28/22	AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually RES 212220 – Formation of General Studies Review Committee RES 212226 – General Studies Review Committee Implementation	3/17/22	3/25/22	3/28/22
10/16/21	2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change	Complete Temp  New Policy 2 <sup>nd</sup> Reading 4/28/22	AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro. RES 212210 Temporary Suspension of Re-Enrollment Application Policy RES 212228 Re-Entry Students Policy	12/2/21	12/10/21	12/10/21
1/25/22	2021-2022 35 Bachelor of Arts (BA) in History with Social Science Teaching Concentration		AAC Rationale as presented and the impact on students. RES 212223 Approval of BA in History with Social Science Teaching Concentration	4/7/22	4/22/22	4/25/22
3/15/22	2021-2022 #42 Proposal to Change Department Name from CAFS to HDCAFS	Second Reading 4/28/22	AAC Rationale of proposal and the impact on students. RES 212229 Change Dept Name from CAFS to HDCAFS			
3/15/22	2021-2022 #43 Course Prefixes		AAC Who has dominion over course prefixes and where do they reside			
	2020-2021 20 UPRC Changes	Second Reading 4/28/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			
4/5/22	2021-2022 44 Academic Integrity Policy		AAC, AS&SS Whether changes are needed to the policy presented by the Academic Integrity Working Group			
4/18/22	Proposal for revising the B.S. in Engineering Sciences to a B.S. in Engineering	First Reading 4/28/22	AAC RES 212231 Name Change for the B.S. In Engineering Sciences Degree			

ACADEMIC SENATE LOG – APRIL 26, 2022

**Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure	Complete	AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP. AS&SS sent recommendations to EC asking for Task Force. Created.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting. RES 212212 HIP Designation & Tracking. AS&SS sent memo to EC why it did not support the resolution.	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
1/25/22	2021-2022 36 Appendix K IMAP – Handbook Change		AS&SS Align IMAP with CO's new goals and performance indicators, whether LMS is instructional goal, and identify responsible party of the master textbook list.			
4/5/22	2021-2022 44 Academic Integrity Policy		AAC, AS&SS Whether changes are needed to the policy presented by the Academic Integrity Working Group			

ACADEMIC SENATE LOG – APRIL 26, 2022

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See 3/1 Minutes EC drafts resolution			
8/24/21	2021-2022 03 Electronic RTP as Application Standard	Complete	FAC RES 212219 Submission of Electronic Faculty Performance Review Files	3/3/22	3/11/22	3/11/22
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

ACADEMIC SENATE LOG – APRIL 26, 2022

**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**

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Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Complete	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Complete	FAC RES 212207 Formation of Ethnic Studies Department	12/02/21	12/10/21	12/10/21
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement	Complete	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them, and other considerations. RES 212216 Sabbatical and Difference in Pay Leave Policies	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		FAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			
1/25/22	2021-2022 30 Completeness of RTP File – Handbook Change	Second Reading 212227 4/28/22	FAC Consider direction, clarification, order of review, include chair letter, timeline, items from PAF to WPAF RES 212224 Completeness of Periodic and Performance Review Files RES 212227 Levels in the Performance Review Process	4/7/22 RES 212224	4/22/22	4/25/22
3/1/22	2021-2022 #39 The Personnel Action File (PAF) and the Working Performance Action File (WPAF) – Handbook Change		FAC Whether the PAF or WPAF is the official file...flow chart of levels of involvement.			
3/1/22	2021-2022 #40 Digitizing the Performance Review Process		FAC Access, process, CFA & HR perspective, training of chairs & deans.			
3/1/22	2021-2022 #41 Sixth-year Lecturer Review – Handbook Change		FAC Purpose and outcome(s) of the Sixth-year Lecturer Review, etc.			

ACADEMIC SENATE LOG – APRIL 26, 2022

**Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Item	Status	Action	Approved by Senate	Sent to President	Approved by President
2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See 3/1 Minutes EC drafts resolution.			
2021-2022 16 Institutional Research in Response to WSCUC Report	Complete	BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report. BPC decided that there is sufficient ongoing process that no follow-up action is required at this time			
2020-2021 20 UPRC Changes	Second Reading 4/28/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			
2021-2022 07 GECCo Reporting Structure	First Reading 4/28/22	AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8. RES 212232 GECCo Structure, Course Approvals, and Reporting			
2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update	Complete	BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	10/15/21
2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
2021-2022 22 Summer 2022 Schedule EEGO	Complete	BPC RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	10/15/21
2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

ACADEMIC SENATE LOG – APRIL 26, 2022

**Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 29 Task Stream Usage and Access		AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies	4/7/22	4/22/22	4/25/22
11/2/21	2020-2021 31 Academic Calendar 2022-2023	Complete	BPC RES 212211 Academic Calendar 2022-2023	12/02/21	12/10/21	12/10/21
12/7/21	2021-2022 33 Final Exam Schedule – Interim Policy Change	Complete	BPC Creation of policy that gives students and faculty the option of taking final exam at a time that doesn't conflict with Commencement. RES 212218 Final Exam Policy – Interim Policy Change	3/3/22	3/11/22	3/11/22
1/25/22	2021-2022 34 Academic Calendar Fall Recess Schedule		BPC Consider impact on number of teaching days and survey of other CSUs RES 212221 Academic Calendar – Fall Recess	4/7/22	4/22/22	4/25/22
1/26/22	2021-2022 37 Addendum to Academic Calendar 2022-2023	Complete	BPC RES 212215 Addendum to Academic Calendar 2022-2023	2/3/22	2/11/22	2/17/22
		Complete	BPC RES 212217 Addendum to Academic Calendar 2021-2022	2/3/22	2/11/22	2/17/22
2/15/22	2021-2022 38 Saturday Commencement		BPC Explore the issues and proposed alternatives to resolve schedule conflict with exam finals and commencement. Memo from BPC sent to EC 4/4/22.			

**Position Description**  
**Extended Education and Global Outreach**  
**Associate Dean (Administrator III)**

**Position Description:**

Under the general direction of the Dean of the Division of Extended Education and Global Outreach (EEGO), California State University, Bakersfield (CSUB) seeks a visionary administrator to provide, academic and administrative direction of self-support academic programs in the Division.

The Associate Dean has responsibility for program development, new degree initiatives and building strong partnerships with campus academic departments as well as external agencies. S/he will be a member of the Division senior management team with responsibility and authority to make policy and implementation decisions.

The Associate Dean will be responsible for fiscal and regulatory considerations for program delivery including compliance with CSU, CSULB, WASC, and Title 5 policies, procedures, and regulations. S/he will also serve as WASC Liaison for EEGO and will work closely with all levels of program support to establish and/or maintain quality control and service-oriented processes throughout the development, delivery, and administrative cycle of all programs.

In addition to the academic programs, the Associate Dean will also oversee online program development and delivery. S/he will work closely with the EEGO Marketing and Communications department and the EEGO Study Abroad/Fulbright Office.

**Responsibilities**

- **Assist the Dean with Administration of Academic Programs**
- Provides day-to-day oversight of professional programs and services, including but not limited to special session, intersession, online, and non-credit programs.
- Provides review of course and program proposals and scheduling.
- She/he develops and maintains a robust portfolio of programs that meets the educational needs of the University and local community, as well as work force needs of the State.
- The Associate Dean is responsible for ensuring the quality and success of existing programs and developing new and viable programs.

- Reviews and processes academic petitions, student grievances; resolves academic issues and problems.
- Assists the Dean with program development and new degree and non-degree initiatives.
- Provides leadership and strategic planning for e-learning initiatives to promote effective instruction.

- **Assist the Dean with Assessment and Accreditation Work**

- Coordinates program assessment initiatives, department program review processes and school contributions to the WASC review process.
- The Associate Dean will also serve as WASC Liaison for the Division
- The Associate Dean will work closely with all levels of program support to establish and/or maintain quality control and service-oriented processes throughout the development, delivery, and administrative cycle of all programs.
- Assist the Dean to ensure compliance with regulations, professional standards, state law, and accreditation requirements.
- Assist the Dean with preparation of annual reports, school website and communications, and other reports on programs within the Division.
- Assist the Dean in carrying out the policies of the University and Division.

- **Assist the Dean with Budget and Strategic Planning**

- Assist the Dean with annual review of the Division budget.
- Assist the Dean with annual goal setting for the Division and long-term strategic planning.
- Assists the Dean with oversight of staff and budgets and provides support for strategic planning, marketing, and outreach efforts.
- Assists the Dean in achieving enrollment and financial targets.
- Assists the Dean in the development of the Division budget and recommends initiatives for an efficient fiscal resource allocation.

- **Assist the Dean with Outreach and Engagement**

- The Associate Dean must work collaboratively with multiple units in Academic Affairs (e.g., academic colleges and departments, undergraduate/graduate studies, budget and enrollment, Academic Senate), Student Affairs (enrollment services and registrar's office), and Finance and Administration.
- Work with the Dean and development staff on alumni relations, community relations, and fundraising projects.
- Assist the Dean in developing relationships with regional industries, community organizations, and other higher education institutions.
- Work closely with the Division's marketing department to assist in marketing programs and promoting the Division's accomplishments through social media.
- Represent the Dean to the University, the community, and international audiences in the Dean's absence.
- Attend committee meetings and University functions as the dean's representative when the dean is unable to attend.
- Assist the Dean in developing regional relationships with industry, community organizations, and other higher education institutions.
- Assist the Dean in planning for renovated and new facilities.
- Represent the Dean's office at various School and University-wide committees and the wider community.
- Work with the Dean and development staff on alumni relations, community relations, and fundraising projects.
- Coordination of assessment initiatives, articulation with community colleges, department program review processes, and Division contributions to the WASC review process.

**The successful candidate will have the following knowledge, skills, and abilities:**

- Comprehensive knowledge of education principles and practices in Continuing Higher Education and Higher Education Leadership.
- Proven track record in planning, organizing, and directing continuing education programs at the university level.
- Ability to maintain a high degree of confidentiality.
- Excellent organizational and time management skills.
- Ability to set own priorities and handle multiple assignments with varied deadlines

- Ability to respond appropriately to conflicts and problems.
- Ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive work atmosphere.
- Ability to use tact and diplomacy to effectively handle a wide range of interpersonal relationships with diverse personalities.
- Experience and knowledge of revenue generating programs and budget management in a self-supporting university environment.
- Excellent oral and written communication skills.
- Strong organizational, decision-making, and strategic planning skills.
- Demonstrated experience in managing and supervising professional and support staff.
- Ability to work with a diverse constituency both on and off campus including faculty, administrators, professional staff, and community/business leaders.
- Ability to follow all university policies, procedures, and guidelines including but not limited to safety, civility, and nondiscrimination.
- Ability to maintain a safe work environment.
- Ability to communicate with the university community in a civil and professional manner.
- Ability to communicate with an ethnically and culturally diverse campus community.
- Knowledge of online and distance education program development and implementation.
- Knowledge about international education programs.
- Ability to maintain a safe work environment.
- Ability to communicate with the university community in a civil and professional manner.
- Ability to communicate with an ethnically and culturally diverse campus community.
- Knowledge of online and distance education program development and implementation.
- Knowledge about international education programs.
- Knowledge and understanding of legislation and policies at the federal, state, CSU (e.g., Executive Orders), and SJSU levels affecting international and extended education.
- Knowledge and understanding of the major issues, trends, and policies in continuing higher education.
- Working knowledge of developing agreements and contracts at various levels within the university and the community.
- Effective written and communication skills.
- Knowledge of WSCUC, CSU, and CSUB policies sufficient for support of department chairs and Deans for program development.
- Comprehensive knowledge of education principles and practices in Continuing Higher Education and Higher Education Leadership.
- Ability to interpret policies and regulations, write business reports and correspondence and create procedural flow charts and manuals.

- Highly skilled in project management, from project inception and definition to successfully executing on the project plans (tasks/activities, action items, deliverables, goals, timelines, due dates, etc.).
- Thorough knowledge and demonstrable skills in current and emerging technology, particularly those that are relevant and appropriate for teaching and learning (e.g., learning management systems, information, and communication technologies, etc.)
- Knowledge of the principles and practices of university finance in a 4-year university system.
- Demonstrated ability to actively assess and apply leadership, strategic planning, and change management strategies to collaboratively participate in an extended education division.
- **Minimum Experience and Education Requirements:**
  - An earned Doctorate is required.
  - The successful candidate will have at least ten years of progressively responsible experience directly related to planning, organizing, and directing self-support continuing education programs at the university level.
  - Demonstrated prior leadership experience as an administrator, a department chair, an academic leader or equivalent (minimum five years).
  - Experience working effectively with students, stakeholders, community networks, faculty, and staff members.
  - Excellent data analysis skills
  - Demonstrated ability to interact professionally with current and prospective students.
  - Experience working well with staff and faculty to manage projects and bring them to successful completion.
  - Exemplary ethical practices and organizational skills
  - Ability to work collaboratively with university offices.
  - Demonstrated organizational, management, problem-solving, and interpersonal communication skills.
  - Evidence of sensitivity to and understanding of the racial, ethnic, cultural, and linguistic diversity of the campus and community.
  - Evidence of shared governance in decision making and other related academic activities.
  - Evidence of building community collaboration and initiatives.
  - Experience and knowledge of revenue generating programs and budget management in a self-supporting environment.
  - Teaching and/or administrative experience with adult professional learners.
  - Supervisory experience.
  - Proven success at developing and implementing innovative solutions to pedagogical needs. Including the application of online technology to courses and programs.
  - Experience working effectively with students, stakeholders, community networks, faculty, and staff members.

- Understanding of and experience in university governance and the ability to work collaboratively with university offices.

3/3/22

## **Division of Extended Education and Global Outreach (EEGO)**

### **Request to Establish Associate Dean Position**

#### **Preface:**

The Division of Extended Education and Global Outreach (EEGO) is a self-support Division within CSUB. This means that EEGO covers all expenses through income from program offerings. The salary for the Associate Dean position **will be paid from self-support revenue. It will have no impact on campus general fund revenue. It will not rely on any State of California resources that currently support general fund academic activity.**

This position will allow EEGO to expand its operations, serve the Schools in their desire to offer self-support programs, and increase revenue that EEGO shares with the campus. This position will increase EEGO's ability to serve the campus, the local community, and international partners.

#### **Rationale**

In 2014-15 the Division of Extended Education and Global Outreach (EEGO) had 13 staff members including the Dean. The annual revenue for the unit in that year was \$3 million.

In 2022 EEGO has 16 staff members and revenue of nearly \$7 million (more than double the revenue in 2014-15).

EEGO has expanded the scope of its programs in the past seven years. EEGO now oversees campus Winter Session and Summer Session programs. The Division oversees the delivery of two new self-support graduate degree programs in cooperation with the respective departments (Computer Science, and Kinesiology). EEGO now offers two large and growing undergraduate degree completion programs in cooperation with campus departments (Communications, and Sociology). EEGO offers an MSW program (in cooperation with the Department of social Work) at the Antelope Valley campus.

In addition, EEGO (as its name suggests) oversees Study Abroad activities and a new campus Fulbright office. EEGO also provides policy oversight for all campus international activities. Again, none of these programs or activities existed in their present form on campus seven years ago.

EEGO was once a small and underperforming unit, the smallest by revenue in the CSU. It is now a robust, fully developed professional and continuing education unit – on its way to becoming a mid-sized unit in the CSU.

EEGO has plans for further growth in the size of current and new programs. This will include non-degree offerings in data science, grant funded programs, and the development of new graduate degree programs.

This added work will require additional personnel and more complex management of teaching faculty, budgets, and program scheduling. In addition, growth in personnel, programs, and revenue demands more oversight and compliance with regulations. The Associate Dean will play an important role in the growth of CSUB's Division of Extended Education and Global Outreach. \*

For all the above reasons, I propose that EEGO add an Associate Dean position to its staff.

\*CSU Extended Education units often have one or more Associate Deans. At present 12 of the 23 CSU campus Extended Education units have an Associate or Assistant Dean. Three campuses have two Associate Deans (Sacramento, San Diego, and San Marcos). One campus has an Associate Dean and an Assistant Dean (Northridge).

**See attached Position Description for the proposed Duties of the EEGO Associate Dean**

3/2/2022

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3517-21/FA (Rev)  
November 4-5, 2021

**FACULTY RIGHTS TO DUE PROCESS IN DISCIPLINARY ACTION  
PROCEDURES WITHIN THE CSU**

**RESOLVED:** That the ASCSU recommend that CSU Campus Senates address faculty rights to due process in disciplinary action procedures, including but not limited to developing policies regarding the following:

- requirements for notifying faculty when such actions are being considered but before such actions are initiated;
- providing faculty with any written documents, witness statements, or other evidence being considered before such actions are initiated;
- allowing faculty to submit any information or evidence to appropriate CSU administrator(s) before such actions are initiated;
- allowing faculty to meet with appropriate CSU administrator(s) accompanied by California Faculty Association (CFA) and/or faculty representative(s) before such actions are initiated; and be it further

**RESOLVED:** That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Office of the Chancellor, California Faculty Association (CFA), California State Student Association (CSSA), CSU campus Presidents, CSU campus Provosts/Vice Presidents of Academic Affairs, CSU campus Offices of Faculty Affairs, CSU campus Senate Chairs, CSU College Deans, and the CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

***RATIONALE:** The United States Constitution guarantees a fundamental right to due process in the 5<sup>th</sup> and 14<sup>th</sup> Amendments. Due process includes fair procedures and the right to meaningfully defend oneself and be meaningfully represented against allegations of wrongdoing. Article 19 in the Collective Bargaining Agreement (CBA) does not specify rights of faculty to respond to allegations of wrongdoing before disciplinary actions are initiated, only after disciplinary action(s) are already pending, which allows CSU administrators to begin punishments for faculty without ever speaking to them or receiving any information from them. Article 19 specifically allows for creation of additional steps in the disciplinary action process, including opportunities for informal consultation between faculty and appropriate administrators (19.3). Further, CSU Executive Order (EO) 1096-revised indicates that in cases involving accusations of discrimination, harassment, retaliation, dating/ domestic violence, or stalking, investigation procedures must give equal opportunity to complainants and respondents to meet with administrators*

*and to provide information and evidence, and give respondents the right to receive information about allegations of wrongdoing against them (Article III, Section C, Campus Investigation Process, Parts 3 {Intake Interview} and 7 {Investigation Procedure}). The Supreme Court decision in National Labor Relations Board v. J. Weingarten Inc. (1975) provides Weingarten Rights to CSU faculty members, including the right to be accompanied by a CFA or faculty representative(s) to any investigatory interviews with CSU administrators, and the right to receive copies of documents, allegations, and any other evidence that is being considered in investigating a possible disciplinary action.*

**Approved Unanimously – January 20-21, 2022**



## MEMORANDUM

**DATE:** January 24, 2022

**TO:** Dr. Aaron Hegde / Chair, Academic Senate

**CC:** Dr. Vernon Harper / Provost and Vice President, Academic Affairs  
Ms. Monica Malhotra / Interim AVP for Institutional Research, Planning, and Assessment

**FROM:** Dr. Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

**RE:** Academic Program Assessment Quality Feedback

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On behalf of the Strategic Plan Goal 3 workgroup, I request that the Academic Senate develop a formal structure to ensure that academic programs receive regular feedback on the quality of their student learning outcomes assessment efforts. This will assist our campus in achieving Sub-Strategy 3.7.2 of the CSUB Strategic Plan.

One possible structure to consider is the inclusion of the Faculty Assessment Coordinators on their respective School Curriculum Committees in an ex-officio capacity. The FACs could provide the Committees with regular updates about program assessment compliance and the Committees could provide substantive feedback on the quality program assessment efforts.

## Background:

In August 2021, Beth Bywaters interpreted the language of Handbook 311.1 as the call for faculty on Academic Administrator Review Committee (AARC) Provost to be early in Fall '21 semester; the first academic year after the Provost's May 2020 hire. Upon mentioning the Fall '21 formation the AARC to Dee Dee Price, she shared her interpretation, having served as coordinator of many AARCs:

The AARC for Provost would be formed in the Spring of his second year after hire. That would be this semester.

Here is some clarifying language which conforms to the timing and practice of the Academic Administrator Review Committee.

### **311.1 General Guidelines**

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The **first** review **process** should be initiated early in fall semester after their initial hire. **The Academic Administrator Review Committee (AARC) is formed in the following Spring of the administrator's second year.** The President or the President's designee prepares the schedule of the evaluations.

The President may, if he or she believes it is appropriate, call for an evaluation of an individual before a scheduled evaluation.

The supervisor, after consulting with the administrator being evaluated, is responsible for developing the categories to be used for evaluating a director, dean, or academic vice president.

(Revised 12-01-16)

Please consider whether these suggestions go to the EC for discussion and referral.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD ACADEMIC SENATE

WINTER TERM COURSES AND UNITS POLICY  
RES 192021

AAC

**RESOLVED:** That the Academic Senate recommend to the President that the following policies regarding Winter Intersession be enacted, due to the short period of instruction:

- 1) That students not be allowed to take more than two courses, for a total of four units, during Winter Intersession.
- 2) That the classes offered during Winter Intersession be restricted to courses which can be feasibly accomplished in two-and-a-half weeks, such as supplemental courses and special interest courses and activities.
- 3) That courses which cannot be pedagogically accommodated in a two-and-a-half-week session, such as general education courses that require depth and/or breadth, skills courses that develop or reinforce mathematics and/or writing, laboratory courses, and major courses which require extensive depth and/or breadth, not be offered during Winter Intersession.
- 4) That the General Education Director approves any general education courses offered in Winter Intersession, in addition to the normal approval of Extended Education courses by the department chair and school dean.

**RATIONALE:** Winter Term was originally intended for remedial/supplemental courses and special interest classes. Over time, students have been taking more than one 3- or 4-unit class during this two-and-a-half-week period. This kind of course overload, for such a reduced period, in which students must learn the material and fulfill the requirements of their courses, reduces the students' probability of passing said courses. By limiting students to four units, it is possible to return to the original intention of offering supplemental and/or special interest courses offered during this abbreviated Intersession. By limiting units, students have a higher probability of completing a course successfully.

In terms of special interest classes, students would have the opportunity to study topics that would not ordinarily be available to them, and have experiences that are designed for intellectual/experiential enrichment.

**Distribution List:**

President

Provost and VP Academic Affairs

AVP Faculty Affairs

Dean Extended Education and Global Outreach

School Deans

Dean Academic Programs

Department Chairs

General Faculty

Approved by the Academic Senate May 7, 2020

Sent to the President May 18, 2020

Approved by the President June 10, 2020



**California State University, Bakersfield  
Division of Academic Affairs**

**Policy Title:** PROVOST Direct Reports Professional Development Funding

**Policy Status:** DRAFT

**Affected Units**

Provost's Council, Provost's Direct Reports

**Policy Statement**

Professional Development is a critical component of CSUB's success. By investing in people, CSUB internally grows its base of talent.

For professional development expenses above \$500, the Provost must provide written authorization to his/her direct reports before any professional development expense is incurred. A professional development expense would be a workshop or training series designed to enhance an individual's skill or competence. Importantly, regular travel for conference meetings etc. are not included within the scope of this policy.

**Consultations**

Provost's Council

**Approved Date**

TBD

**Effective Date**

TBD

**Date Submitted to Policy Portal**

TBD

## **Distinguished Professor**

Here is what it refers to (via Anna Jacobsen)

As we look for ways to increase the visibility and support of our scholarship-active faculty, I think that it would be worth examining the creation of the title of "**Distinguished Professor**" on our campus. I am aware of this title being used for "internationally recognized faculty scholars" at CSU MB and LB and there are probably other campuses as well. At some institutions, it seems that these are "funded" positions through donors (often they are named distinguished professorships).

Not sure it is the right thing for our campus, but I think that it would be worth exploring.

This is not from a CSU, but I like the clarity of purpose and eligibility on this

webpage: <http://sphhp.buffalo.edu/home/information-for-faculty-staff/faculty-awards/ub-distinguished-professor.html>